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| **Learning Phase (During): Strategies Learners Can Use as They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text** | |
| **Strategy** | **Prompts** |
| **Connect and Construct Meaning** | This reminds me of ….  I experienced this once when ….  I can relate to this because …. |
| **Note Key Ideas and What Supports Them** | The important ideas in what I listen to, read, or view are ….  Here’s why (supporting ideas) ….  I think the author/presenter is really trying to make us think …. |
| **Construct Mental Images** | I can picture ….  In my mind I see, hear, smell, taste, feel ….  If this were a movie …. |
| **Make, Confirm, and Adjust Predictions** | I think ….  I suppose ….  If …, then …. |
| **Make, Confirm, Adjust Inferences and Draw Conclusions** | Based on the clues in this text, I think the author/character felt/thought ….  I see why ….  My thinking changed when I viewed, listened to, read …. |
| **Ask Questions and Self-monitor Comprehension** | Does this make sense?  I need to re-view, listen again, or re-read this part because ….  I know that I am on the right track because …. |
| **Pragmatic Cues (audience, purpose, situation)**  **Textual Cues (genre and form)**  **Syntactic Cues (sentence)**  **Semantic/Lexical Cues (word)**  **Graphophonic Cues (sound-symbol)**  **Other Cues** | The purpose of this text is to ….  This text represents … point of view.  The author’s/presenter’s view of the world is ….  The author/presenter chose to use … genre/form.  The author/presenter organized the ideas in a list, sequence, compare/contrast, cause/effect, problem/solution, concept/definition, goal/action/outcome format ….  The author/presenter probably chose this genre/form because ….  The key idea of this sentence is ….  The author/presenter used this word order to convey this particular meaning or emphasis of ….  This pronoun refers to ….  An important or key word in this passage is ….  Because of its context clues, … probably means ….  Because of its prefix, suffix, root, … probably means ….  … is pronounced ….  … is spelled ….  The author/presenter used these features (e.g., graphs, charts) to help us understand this text …. |
| **Adjust Rate and/or Strategy** | I need to skim this part to learn ….  I need to scan this part to find ….  I need to read this part carefully to learn …. |